



Papermoon Day Nursery

Inspection report for early years provision

Unique Reference Number 509249

Inspection date 26 October 2005

Inspector Ros Church

Setting Address The Clock Tower, Compton Acres, West Bridgford, Nottingham, NG2 7PA

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Registered person Paper Moon Nurseries (Compton Acres) Ltd

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Papermoon Day Nursery opened in 1990. It operates from purpose built premises, situated in the Compton Acres area of West Bridgford on the outskirts of Nottingham. The nursery serves the local and surrounding area. It is open Monday to Friday 08:00 to 18:00, throughout the year apart from bank holidays and one weeks closure at Christmas.

A maximum of 65 children may attend at any one time. There are currently 101

children on roll, of whom 35 receive funding for nursery education. Children attend a variety of sessions. The nursery is able to support children with special educational needs and children who speak English as an additional language.

There are 23 staff who work with the children. Of these, 14 of the staff including the manager hold appropriate early years qualifications. There are five staff currently working towards a recognised early years qualification. The setting receives support from the Nottinghamshire Local Authority. The nursery holds a current Quality Counts award is also a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in clean and well-maintained premises. Their good health is promoted because staff follow effective health and hygiene procedures. For example, when changing nappies staff use disposable gloves and aprons, helping to minimise the risks of cross infection. Children learn the importance of personal hygiene through daily routines at the nursery, including hand washing after using the toilet and before meals.

Children have their dietary needs met because staff work with the parents. Children enjoy a generally good range of healthy meals. Meals are rotated on a four weekly rota to ensure children have a varied diet. Mealtimes are social occasions when children sit within their own group rooms and enjoy each other's company. Older children help themselves to drinks as they require whilst younger children are offered them regularly to ensure they do not become thirsty.

Children enjoy daily exercise and fresh air within the enclosed safety surfaced playground. The outdoor area is used on a rotational basis to enable all groups of children to have the opportunity for physical exercise. Children use a range of outdoor equipment, such as wheeled toys, climbing apparatus, slides, balls and hoops. However, the outdoor area is not consistently planned and equipment lacks challenge for the more able children. Children exercise their small muscle skills as they use simple tools such as scissors, cutlery, crayons and paint brushes.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming, safe and secure indoor and outdoor environment. They are grouped in rooms according to their age and ability, where space is used well to allow them to play, eat and rest safely depending on their needs. Children's art work is displayed around the nursery, this makes the environment attractive and helps children to feel valued. Children have access to a good range of play materials, which are clean, safe and generally suitable to their interests and age range.

Children are kept safe within the setting because staff maintain good levels of supervision, they minimise any identified hazards by carrying out daily risk assessments on areas used by the children. Appropriate safety equipment is used within the nursery, such as door hinge protectors and socket covers. Effective procedures are in place to keep the premises secure and to monitor the safe arrival and collection of children. Children learn to take responsibility for keeping themselves safe through daily routines and staff skilfully explaining safe practices. For example, staff gently remind children not to run inside and to handle scissors and cutlery safely.

Children are well protected from possible abuse or neglect as the staff are aware of their responsibilities, have a good understanding of possible signs and know the procedure to follow if they have concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled within their environment. They are confident in their dealings with familiar staff and begin to develop relationships with their peers, for example, children enjoy playing with and alongside one another and making friendships within their groups. Staff are developing their awareness of the 'Birth to three matters' framework, and are using this to plan a range of activities for children aged under three. Babies receive good attention from staff enabling them to take part in a range of activities, including sensory play with materials such as paint and water, or to rest and sleep in accordance with their individual needs.

Children participate readily in the range of activities available, sometimes choosing to play individually, for example with jigsaws or when looking at a book, sometimes beginning to cooperate with each other when sharing equipment. Staff are usually directly involved with children encouraging play and development, or participating in group story times, however, group times are not always effective in keeping children's interest and attention.

Nursery Education.

The quality of teaching and learning is satisfactory. The room leader has a sound knowledge of the Foundation Stage and understands the different ways children learn. Planning links to the stepping stones, and provides children with a broad and balanced range of activities and experiences across the six areas of learning. Staff generally support children's learning well. However, assessments and evaluations of children's learning are not used effectively to plan next steps in learning and record sufficient differentiation on plans. Therefore, children do not always receive enough challenge to extend their learning appropriately.

Children are confident within their group and show positive attitudes towards learning. They enjoy sharing their experiences with staff and one another, where they are encouraged to bring items in from home to share with the group. For example, a child enjoyed showing other children at group time her freshly picked vegetables, which linked to the current topic of healthy eating. Children make good relationships

with one another, with older children having special friends within the group. They enjoy using their imagination within the home corner which is often set up to provide different types of play situations such as a workshop or café, however, this area is not always well resourced to promote stimulating play and learning opportunities. Children enthusiastically join in with their favourite songs. They demonstrate a knowledge of counting as they join in with number songs. Older children are confident counters and consolidate their mathematical skills during the daily routines. For example, a child counts the chairs at snack time knowing he needs the same amount of cups and plates to match the number of chairs set around the table.

Children are developing their skills for early writing, and have generally good access to a range of mark making materials, such as pencils, crayons and paint brushes. Older children are beginning to form letters, and recognise their own names. However, children less often use purposeful independent mark-making to express their own ideas, for example through writing messages in role play activities. Children design and make using a good variety of man-made and natural materials from which they are able to help themselves, where they use their imagination to create their own work. Children are able to explore materials and textures displayed on the interest table. However, the use of items such as magnifying glasses are not always encouraged to help children make sense of their environment and develop their curiosity further.

Helping children make a positive contribution

The provision is satisfactory.

Children behave generally well within the nursery, they have clear and consistent boundaries and know what is expected of them. They begin to learn to treat each other and their belongings with care and concern, for example staff encourage children to take turns with equipment, and at the end of activities children help to tidy away. Staff are familiar with agreed policies for behaviour management, they are calm and affectionate when explaining positive behaviour such as the reasons for sharing toys, this helps children to learn what is expected of them. Children become aware of their own and other cultures through a satisfactory range of resources reflecting diversity such as books, jigsaws and dressing up clothes. They celebrate a range of festivals such as Christmas, in which they link this to how it is celebrated throughout the world. Other festivals which are celebrated include Diwali and Chinese New Year and the nursery benefits from parents sharing aspects of their differing cultures with them. Staff have developed suitable policies to help support children with identified special needs. The provision fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is satisfactory. Children are cared for by staff who work with the parents to meet individual needs and ensure they are fully included in the provision. Parents and children are welcomed on arrival, and staff give time to discuss any concerns if needed. Parents of babies and younger children are provided with some daily written information about their child's day, and staff work closely with parents to ensure home routines are followed. Children's developmental records are available for parents to view when they require. Current

planning is displayed for parents around the nursery, however, the operational plan, policies and procedures are not easily accessible for parents, to ensure that they are fully aware of the care which their child receives. Satisfactory information is provided on the Foundation Stage curriculum and parents of pre-school children receive newsletters with information on the current topic, and items which can be brought from home to link with the topic.

Organisation

The organisation is satisfactory.

Children are contented in the nursery environment, where space is used well to meet individual needs. The manager and staff are enthusiastic, have high regard for and value all children and therefore consistently promote their well-being. The staff represent good role models for children and work as a committed team under the leadership of the manager. The effective recruitment and deployment of staff ensures that children are fully protected and staff have a clear understanding of their individual roles, and that children are supervised and well supported. Policies and procedures are in place, however, the medication record does not include all the required information, and incident records are not completed.

The leadership and management of the nursery education is satisfactory. The pre-school staff work generally well together, although activity planning is not yet carried out by the whole team. The manager and staff are committed to continue improving the care and education for children. Some systems are in place to monitor and evaluate the effectiveness of the nursery. Although staff attend a variety of training, few courses are identified to specifically support those working with the funded children. Overall, the nursery meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection a number of recommendations were agreed with the setting. The provider agreed to ensure the safety of children when in high and low chairs, this has been addressed by fixing and using safety harnesses whilst children are using these chairs. Staff now observe and record what children do, although they do not yet use these to plan the next steps in learning. Risk assessments have been conducted within the outdoor area to ensure children are safe and not able to leave unsupervised. The playground is fully enclosed and has been fitted with safety surfacing throughout the whole area, which enables children to play in safety. A system has been developed for the regular exchange of information between parents and staff members. This includes daily verbal communication and information sheets for children under three, and books on children's progress for the pre-school group. The accident and mediation record is now consistently signed by parents, this ensures that parents are fully informed. A policy has been developed regarding behaviour management, this is followed by staff, and ensures adults handling of behaviour is consistent and developmentally appropriate and respects children's individual level of understanding and maturity. With regard to the nursery education the provider has developed a daily book to share children's progress towards the

early learning goals, this is shared with the parents. Opportunities have been provided for children to have use of programmable toys and equipment, this includes use of a computer and includes different programmes. Information has been provided on the Foundation Stage curriculum, this is displayed for parents within the nursery entrance area.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all records required for the safe and efficient management of the provision are in place, understood and implemented by staff, with reference to medication and incident records
- ensure the operational plan, policies and procedures are easily accessible to parents
- develop large group discussion and story times to ensure all children's interests are maintained

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop resources and planning to ensure areas are well resourced to provide stimulating play and activities, with reference to role play, investigation and exploration areas and outdoor play

- develop the use of assessments and evaluation of children's progress to more effectively inform planning, to increase the challenge and build on children's experiences
- increase staff's knowledge and understanding of the Foundation Stage curriculum.

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